NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION

District: SOUTH RIVER

Chief School Administrator: MICHAEL PFISTER

Chief School Administrator's E-mail: mpfister@srivernj.org

Title I Contact: Cathy Miller

Title I Contact E-mail: cmiller@srivernj.org

Title I Contact Phone Number: 732-613-4000 ext. 221

SCHOOL INFORMATION

School: South River Middle School

Address: 3 Montgomery Street

Grade Levels: 6 – 8

Principal: Lisa Wargo

Principal's E-mail: lwargo@srivernj.org

Principal's Phone Number: 732-613-4073, EXT. 7342

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   June 29, 2015
                                   Principal's Signature   **Date**

Lisa Wargo
Principal's Name (Print)

2

DISTRICT INFORMATION	SCHOOL INFORMATION
District: SOUTH RIVER	School: South River Middle School
Chief School Administrator: MICHAEL PFISTER	Address: 3 Montgomery Street
Chief School Administrator's E-mail: mpfister@srivernj.org	Grade Levels: 6 – 8
Title I Contact: Cathy Miller	Principal: Lisa Wargo
Title I Contact E-mail: cmiller@srivernj.org	Principal's E-mail: lwargo@srivernj.org
Title I Contact Phone Number: 732-613-4000 ext. 221	Principal's Phone Number: 732-613-4073, EXT. 7342

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✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems.   I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

___Lisa Wargo_____   _____   ___June 29, 2015_____

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

- The School held ___5 stakeholder group and 3 full faculty meetings_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _____, which comprised ___17___% of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____, which will comprise ___17___% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Instructional Technology	1	Use of Instructional Technology		
Professional Development	1, 2, 3	Implementation of CCSS, differentiation, use of instructional technology, use of data to drive instruction, standards-based assessments		
Staffing	2	Extended day program, Summer enrichment program, in-class support		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Lisa Wargo	Principal	✓	✓	✓	
Dana Kraemer	Director of Guidance	✓	✓	✓	
Rachel Bara	Special Education Math Teacher	✓	✓	✓	
Donna Lobby	Special Education ELA Teacher	✓	✓	✓	
Dawn McCann	Math Teacher	✓	✓	✓	
Corey Procaccini	Guidance Counselor	✓	✓	✓	
Daniel Stempora	Technology Teacher	✓	✓	✓	
Patricia Tursi	ELA Teacher	✓	✓	✓	
Madison Franco	Grade 8 Student	✓	✓	✓	
Elizabeth Lell	Board of Education Member	✓	✓	✓	
Elena Stewart	Parent/PTA	✓	✓	✓	
Edwin Yorek	Community (Police Officer	✓	✓	✓	

Stakeholder/Schoolwide Committee

October 7, 2014

Name	Stakeholder Group	Signature
Lisa Wargo	Principal	*Lisa Wargo*
Dana Kraemer	Director of Guidance	*Dana Kraemer*
Rachel Bara	Special Education Math	*Rachell Bara*
Donna Lobby	Special Education ELA	*Dona Lobby*
Dawn McCann	Math	*Dawn P McCann*
Corey Procaccini	Guidance Counselor	*Corey Procaccini*
Daniel Stempora	Technology Teacher	*Daniel P Stempa*
Patricia Tursi	ELA	*Patricia Tursi*
Madison Franco	Grade 8 Student	*Madison Franco*
Elizabeth Lell	Board of Education	*Elizabeth Lell*
Elena Stewart	Parent/PTA	*Elena Stewart*
Edwin Yorek	Community (Police Officer)	*Sgt. Edwin Yorek*

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
October 7, 2014	Middle School Room 321	Comprehensive Needs Assessment	✓		✓	
January 6, 2015	Middle School Room 321	Schoolwide Plan Development	✓		✓	
April 14, 2015	Middle School Room 321	Program Evaluation	✓		✓	
May 27, 2015	Middle School Room 321	Comprehensive Needs Assessment	✓		✓	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The South River Middle School will continually create a caring, safe, and supportive environment in our efforts to provide a true nurturing, learning community. Recognizing the diversity of our student body, by incorporating a variety of teaching methodologies, the goal is to educate all students to their highest level of intellectual potential and to instill in them the academic and social skills necessary to become responsible, productive members of society. The collaboration and communication among administration, teachers, and students will increase the continuing successes of our school. Providing high expectations, effective leadership, quality classroom instruction and a safe, secure environment will foster a positive atmosphere to promote learning. Self-esteem is a key factor in motivating students. Educators can affect a student's self-esteem by creating a positive environment. Combining all these important attributes will increase levels of student achievement.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
   a. Yes, program implementation was implemented. Data was used to plan for instruction and target academic areas in need of improvement, efforts were targeted toward closing gaps in achievement between subpopulations, and technology was integrated into instruction.
2. What were the strengths of the implementation process?
   a. Upon implementing a schoolwide program, attendance at after school sessions showed an increase during this school year. A larger number of students were able to receive assistance as a result of this change.
3. What implementation challenges and barriers did the school encounter?
   a. We continue to struggle to draw those most in need of additional instruction to the after school sessions. The administration of the PARCC assessments limited availability to technology due to the need to use equipment for testing for two schools.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
   a. One strength was seeking out input from a student representative who has participated in Title I assistance – a different perspective was offered. A weakness was scheduling and available time to have all stakeholders available to meet together.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
   a. Meetings were held with stakeholders throughout the year, and at various functions already scheduled on the school calendar (Back to School Night, conferences, PTA meetings, Parent/Principal roundtable meetings, faculty meetings). Information was also posted to the district website, and mailings were sent home with students as needed.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
   a. Staff members felt that the targeted areas would be well served and easily implemented as these were areas they identified.
   b. Tools used to Measure Staff Perceptions: Surveys, as well as peer-to-peer interviews and subsequent discussions.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

   a. Involved community members viewed this plan as an opportunity to service students who were in need of assistance. Community members were not aware of some of the programs offered by the school, and were also surprised at the number of students who did not take advantage of additional assistance.
   b. Tools used to Measure Staff Perceptions: Surveys, as well as peer-to-peer interviews and subsequent discussions.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
   a. Interventions took place during scheduled math and language arts classes via a push in academic support instructor being available for 43 minutes of an 86 minute block period. In addition, after school help sessions, running for 45 minutes, were scheduled after school four days a week in math (by grade level) and in language arts (by grade level).
10. How frequently did students receive instructional interventions?
   a. Push in interventions were scheduled on a daily basis for half of the block period. After school sessions were available for students up to three times a week (per grade level).
11. What technologies did the school use to support the program?
   a. Stronge Teacher Evaluation Model implemented and monitored.
   b. PARCC Assessments were administered at these grade levels, as well, Study Island benchmark assessments were utilized to ensure all Common Core State Standards were addressed in lesson planning and presentation to ensure student readiness for that standardized assessment
   c. Atlas Rubicon was utilized in lesson planning and presentation, utilizing Understanding by Design principles to ensure required Common Core State Standards were addressed in a relevant manner in conjunction with required skills.
12. Did the technology contribute to the success of the program and, if so, how?
   a. Technology's contribution to student success was as follows:
      1. Motivation and student engagement: Smart Board interactive programs and use of laptops/netbooks.
      2. Provision of differentiated instruction strategies.
      3. Implementation of formative/benchmark assessments.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6	48	36	Push in academic support instruction After school academic support instruction Individual instruction after school with classroom teacher Differentiated Instruction Study Island Fast ForWord Enrichment classes during the month of July	In an effort to strengthen teaching and increase student achievement, South River has investigated and implemented scientifically research based instructional programs and strategies. Recent statewide assessment results highlight positive outcomes in some areas but indicate areas of weakness which require additional focused attention. Each student is a unique individual and growth occurs over time. Professional development needs to be followed through, via coaching sessions or a several year implementation plan in an effort to support effective practices and strategies. Scheduling of academic support instruction students into several sections for math and language arts is necessary so that one section is not overloaded with students who are in need of intensive instruction. Evidence of differentiated instruction and student engagement needs to be realized during lesson plan review and administrative walkthroughs.
Grade 7	51	46	Push in academic support instruction After school academic support instruction Individual instruction after school with classroom teacher Differentiated Instruction Study Island Fast ForWord Enrichment classes during the month of July	In an effort to strengthen teaching and increase student achievement, South River has investigated and implemented scientifically research based instructional programs and strategies. Recent statewide assessment results highlight positive outcomes in some areas but indicate areas of weakness which require additional focused attention. Each student is a unique individual and growth occurs over time. Professional development needs to be followed through, via coaching sessions or a several year implementation plan in an effort to

				support effective practices and strategies. Scheduling of academic support instruction students into several sections for math and language arts is necessary so that one section is not overloaded with students who are in need of intensive instruction. Evidence of differentiated instruction and student engagement needs to be realized during lesson plan review and administrative walkthroughs.
Grade 8	22	20	Push in academic support instruction After school academic support instruction Individual instruction after school with classroom teacher Differentiated Instruction Study Island Fast ForWord Enrichment classes during the month of July	In an effort to strengthen teaching and increase student achievement, South River has investigated and implemented scientifically research based instructional programs and strategies. Recent statewide assessment results highlight positive outcomes in some areas but indicate areas of weakness which require additional focused attention. Each student is a unique individual and growth occurs over time. Professional development needs to be followed through, via coaching sessions or a several year implementation plan in an effort to support effective practices and strategies. Scheduling of academic support instruction students into several sections for math and language arts is necessary so that one section is not overloaded with students who are in need of intensive instruction. Evidence of differentiated instruction and student engagement needs to be realized during lesson plan review and administrative walkthroughs.
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6	42	20	Push in academic support instruction After school academic support instruction Individual instruction after school with classroom teacher Differentiated Instruction Study Island	In an effort to strengthen teaching and increase student achievement, South River has investigated and implemented scientifically research based instructional programs and strategies. Recent statewide assessment results highlight positive outcomes in some areas but indicate areas of weakness which require additional focused attention. Each student is a

			ConnectED, online component of math textbook Enrichment classes during the month of July	unique individual and growth occurs over time. Professional development needs to be followed through, via coaching sessions or a several year implementation plan in an effort to support effective practices and strategies. Scheduling of academic support instruction students into several sections for math and language arts is necessary so that one section is not overloaded with students who are in need of intensive instruction. Evidence of differentiated instruction and student engagement needs to be realized during lesson plan review and administrative walkthroughs.
Grade 7	61	39	Push in academic support instruction After school academic support instruction Individual instruction after school with classroom teacher Differentiated Instruction Study Island ConnectED, online component of math textbook Enrichment classes during the month of July	In an effort to strengthen teaching and increase student achievement, South River has investigated and implemented scientifically research based instructional programs and strategies. Recent statewide assessment results highlight positive outcomes in some areas but indicate areas of weakness which require additional focused attention. Each student is a unique individual and growth occurs over time. Professional development needs to be followed through, via coaching sessions or a several year implementation plan in an effort to support effective practices and strategies. Scheduling of academic support instruction students into several sections for math and language arts is necessary so that one section is not overloaded with students who are in need of intensive instruction. Evidence of differentiated instruction and student engagement needs to be realized during lesson plan review and administrative walkthroughs.
Grade 8	38	30	Push in academic support instruction After school academic support instruction Individual instruction after school with classroom teacher Differentiated Instruction Study Island ConnectED, online component of math textbook Enrichment classes during the month of July	In an effort to strengthen teaching and increase student achievement, South River has investigated and implemented scientifically research based instructional programs and strategies. Recent statewide assessment results highlight positive outcomes in some areas but indicate areas of weakness which require additional focused attention. Each student is a unique individual and growth occurs over time. Professional development needs to be followed through, via coaching sessions or a several year implementation plan in an effort to support effective practices and strategies. Scheduling of academic support instruction students into several sections for math and language arts is necessary so that one section is not overloaded with students who are in need of intensive

				instruction. Evidence of differentiated instruction and student engagement needs to be realized during lesson plan review and administrative walkthroughs.
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				

Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Interventions recommended per IEPs Use of data to inform instruction Differentiated Instruction Technology based instruction Student Growth Objectives	N/A	Student Growth Objective forms kept by teachers in My Learning Plan Lesson Plans Walkthroughs Student Grades Assessment Scores	While 100% of the teaching staff scored a 3 (Full) or 4 (Exceptional), effectiveness cannot fully be measured until 2015 state assessment scores are available
Math	Students with Disabilities	Interventions recommended per IEPs Use of data to inform instruction Differentiated Instruction Technology based instruction Student Growth Objectives	N/A	Student Growth Objective forms kept by teachers in My Learning Plan Lesson Plans Walkthroughs Student Grades Assessment Scores	While 100% of the teaching staff scored a 3 (Full) or 4 (Exceptional), effectiveness cannot fully be measured until 2015 state assessment scores are available
ELA	Homeless	Interventions recommended per Intervention & Referral Services (if applicable) Use of data to inform instruction Differentiated Instruction Technology based		Student Growth Objective forms kept by teachers in My Learning Plan Lesson Plans Walkthroughs Student Grades Assessment Scores	While 100% of the teaching staff scored a 3 (Full) or 4 (Exceptional), effectiveness cannot fully be measured until 2015 state assessment scores are available

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		instruction Student Growth Objectives			
Math	Homeless	Interventions recommended per Intervention & Referral Services (if applicable) Use of data to inform instruction Differentiated Instruction Technology based instruction Student Growth Objectives		Student Growth Objective forms kept by teachers in My Learning Plan Lesson Plans Walkthroughs Student Grades Assessment Scores	While 100% of the teaching staff scored a 3 (Full) or 4 (Exceptional), effectiveness cannot fully be measured until 2015 state assessment scores are available
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	English as a Second Language Instruction Interventions recommended per Intervention and Referral Services recommendations Differentiated Instruction		Benchmark assessments Student Growth Objectives (SGO) Study Island Benchmark Assessment results Intervention and Referral Services minutes Lesson Plans Walkthroughs Student Grades	While 100% of the teaching staff scored a 3 (Full) or 4 (Exceptional), effectiveness cannot fully be measured until 2015 state assessment scores are available
Math	ELLs	English as a Second		Benchmark assessments	While 100% of the teaching staff scored a 3 (Full)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Language Instruction Interventions recommended per Intervention and Referral Services recommendations Differentiated Instruction Push in ASI instruction After school instruction		Student Growth Objectives (SGO) Study Island Benchmark Assessment results Intervention and Referral Services minutes Lesson Plans Walkthroughs Student Grades	or 4 (Exceptional), effectiveness cannot fully be measured until 2015 state assessment scores are available
ELA	Economically Disadvantaged	English as a Second Language Instruction (as needed) Intervention and Referral Services recommendations Differentiated Instruction Academic Support Instruction (as needed) Use of data to inform instruction Differentiated Instruction Technology based instruction Student Growth Objectives		Benchmark assessments Student Growth Objectives (SGO) Study Island Benchmark Assessment results Intervention and Referral Services minutes Lesson Plans Walkthroughs Student Grades	While 100% of the teaching staff scored a 3 (Full) or 4 (Exceptional), effectiveness cannot fully be measured until 2015 state assessment scores are available
Math	Economically Disadvantaged	English as a Second Language Instruction (as needed) Intervention and Referral Services		Benchmark assessments Student Growth Objectives (SGO) Study Island Benchmark	While 100% of the teaching staff scored a 3 (Full) or 4 (Exceptional), effectiveness cannot fully be measured until 2015 state assessment scores are available

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		recommendations Differentiated Instruction Academic Support Instruction (as needed) Use of data to inform instruction Differentiated Instruction Technology based instruction Student Growth Objectives		Assessment results Intervention and Referral Services minutes Lesson Plans Walkthroughs Student Grades	

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After-school ASI classes (8 month program) Summer School (recommended skill enrichment, cost-free program) ESY (Extended School Year program)	Yes	Improvement in targeted math and/or language arts skills based on pre-post assessments. Less than 20% of eligible students were enrolled, but attendance and work of those enrolled was good as evidenced by attendance records, classroom observations, teacher	During the eight month after school sessions, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. According to attendance records, more students attended this year, but not all students who would benefit from the program attended. The program will continue contingent upon the availability of financial resources. During the 20-day summer school session, taught by HQ math and language arts teachers, students

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				feedback, and anecdotal records. Eligible students will be able to attend the 24 day program geared toward skill enhancement.	were able to maintain and improve their math, reading, and writing skills in small group settings. Many parents did not take advantage of the opportunity for their children, citing vacation plans, students' unwillingness, or opting for individual private tutoring. The program will continue contingent upon the availability of financial resources. During the 24-day summer school session, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. The program will continue contingent upon the availability of financial resources.
Math	Students with Disabilities	After-school ASI classes (8 month program) Summer School (recommended skill enrichment, cost-free program) ESY (Extended School Year program)		Improvement in targeted math and/or language arts skills based on pre-post assessments. Less than 20% of eligible students were enrolled, but attendance and work of those enrolled was good as evidenced by attendance records, classroom observations, teacher feedback, and anecdotal records. Eligible students will be able to attend the 24 day program geared toward skill enhancement.	During the eight month after school sessions, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. According to attendance records, more students attended this year, but not all students who would benefit from the program attended. The program will continue contingent upon the availability of financial resources. During the 20-day summer school session, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. Many parents did not take advantage of the opportunity for their children, citing vacation plans, students' unwillingness, or opting for individual private tutoring. The program will continue contingent upon the availability of financial resources. During the 24-day summer school session, taught

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. The program will continue contingent upon the availability of financial resources.
ELA	Homeless	After-school ASI classes (8 month program) Summer School (recommended skill enrichment, cost-free program)		Improvement in targeted math and/or language arts skills based on pre-post assessments. Less than 20% of eligible students were enrolled, but attendance and work of those enrolled was good as evidenced by attendance records, classroom observations, teacher feedback, and anecdotal records.	During the eight month after school sessions, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. According to attendance records, more students attended this year, but not all students who would benefit from the program attended. The program will continue contingent upon the availability of financial resources. During the 20-day summer school session, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. Many parents did not take advantage of the opportunity for their children, citing vacation plans, students' unwillingness, or opting for individual private tutoring. The program will continue contingent upon the availability of financial resources.
Math	Homeless	After-school ASI classes (8 month program) Summer School (recommended skill enrichment, cost-free program)		Improvement in targeted math and/or language arts skills based on pre-post assessments. Less than 20% of eligible students were enrolled, but attendance and work of those enrolled was good as	During the eight month after school sessions, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. According to attendance records, more students attended this year, but not all students who would benefit from the program attended. The program will continue contingent upon the

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				evidenced by attendance records, classroom observations, teacher feedback, and anecdotal records.	availability of financial resources. During the 20-day summer school session, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. Many parents did not take advantage of the opportunity for their children, citing vacation plans, students' unwillingness, or opting for individual private tutoring. The program will continue contingent upon the availability of financial resources.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	After-school ASI classes (8 month program) Summer School (recommended skill enrichment, cost-free program)		Improvement in targeted math and/or language arts skills based on pre-post assessments. Less than 20% of eligible students were enrolled, but attendance and work of those enrolled was good as evidenced by attendance records, classroom observations, teacher feedback, and anecdotal records.	During the eight month after school sessions, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. According to attendance records, more students attended this year, but not all students who would benefit from the program attended. The program will continue contingent upon the availability of financial resources. During the 20-day summer school session, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. Many parents did not take advantage of the opportunity for their children, citing vacation plans, students' unwillingness, or opting for individual private tutoring. The program will

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					continue contingent upon the availability of financial resources.
Math	ELLs	After-school ASI classes (8 month program) Summer School (recommended skill enrichment, cost-free program)		Improvement in targeted math and/or language arts skills based on pre-post assessments. Less than 20% of eligible students were enrolled, but attendance and work of those enrolled was good as evidenced by attendance records, classroom observations, teacher feedback, and anecdotal records.	During the eight month after school sessions, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. According to attendance records, more students attended this year, but not all students who would benefit from the program attended. The program will continue contingent upon the availability of financial resources. During the 20-day summer school session, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. Many parents did not take advantage of the opportunity for their children, citing vacation plans, students' unwillingness, or opting for individual private tutoring. The program will continue contingent upon the availability of financial resources.
ELA	Economically Disadvantaged	After-school ASI classes (8 month program) Summer School (recommended skill enrichment, cost-free program)		Improvement in targeted math and/or language arts skills based on pre-post assessments. Less than 20% of eligible students were enrolled, but attendance and work of those enrolled was good as evidenced by attendance records, classroom observations, teacher	During the eight month after school sessions, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. According to attendance records, more students attended this year, but not all students who would benefit from the program attended. The program will continue contingent upon the availability of financial resources. During the 20-day summer school session, taught by HQ math and language arts teachers, students

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				feedback, and anecdotal records.	were able to maintain and improve their math, reading, and writing skills in small group settings. Many parents did not take advantage of the opportunity for their children, citing vacation plans, students' unwillingness, or opting for individual private tutoring. The program will continue contingent upon the availability of financial resources.
Math	Economically Disadvantaged	After-school ASI classes (8 month program) Summer School (recommended skill enrichment, cost-free program)		Improvement in targeted math and/or language arts skills based on pre-post assessments. Less than 20% of eligible students were enrolled, but attendance and work of those enrolled was good as evidenced by attendance records, classroom observations, teacher feedback, and anecdotal records.	During the eight month after school sessions, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. According to attendance records, more students attended this year, but not all students who would benefit from the program attended. The program will continue contingent upon the availability of financial resources. During the 20-day summer school session, taught by HQ math and language arts teachers, students were able to maintain and improve their math, reading, and writing skills in small group settings. Many parents did not take advantage of the opportunity for their children, citing vacation plans, students' unwillingness, or opting for individual private tutoring. The program will continue contingent upon the availability of financial resources.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Common Core State Standards Implementation/Assessments Student Growth Objectives Differentiated Instruction		Unit Plans Lesson Plans Walkthroughs/Observations Documentation located in My Learning Plan Benchmark Assessment Scores	Student Grades Study Island Benchmark Assessments State Assessment Scores SGO Attainment Scores Common Assessment Scores
Math	Students with Disabilities	Common Core State Standards Implementation/Assessments Student Growth Objectives Differentiated Instruction		Unit Plans Lesson Plans Walkthroughs/Observations Documentation located in My Learning Plan Benchmark Assessment Scores	Student Grades Study Island Benchmark Assessments State Assessment Scores SGO Attainment Scores Common Assessment Scores
ELA	Homeless	Common Core State Standards Implementation/Assessments Student Growth Objectives Differentiated Instruction		Unit Plans Lesson Plans Walkthroughs/Observations Documentation located in My Learning Plan Benchmark Assessment Scores	Student Grades Study Island Benchmark Assessments State Assessment Scores SGO Attainment Scores Common Assessment Scores
Math	Homeless	Common Core State Standards Implementation/Assessments Student Growth Objectives		Unit Plans Lesson Plans Walkthroughs/Observations Documentation located in My Learning Plan	Student Grades Study Island Benchmark Assessments State Assessment Scores SGO Attainment Scores Common Assessment Scores

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Differentiated Instruction		Benchmark Assessment Scores	
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Common Core State Standards Implementation/Assessments Student Growth Objectives Differentiated Instruction		Unit Plans Lesson Plans Walkthroughs/Observations Documentation located in My Learning Plan Benchmark Assessment Scores	Student Grades Study Island Benchmark Assessments State Assessment Scores SGO Attainment Scores Common Assessment Scores
Math	ELLs	Common Core State Standards Implementation/Assessments Student Growth Objectives Differentiated Instruction		Unit Plans Lesson Plans Walkthroughs/Observations Documentation located in My Learning Plan Benchmark Assessment Scores	Student Grades Study Island Benchmark Assessments State Assessment Scores SGO Attainment Scores Common Assessment Scores
ELA	Economically Disadvantaged	Common Core State Standards Implementation/Assessments Student Growth Objectives Differentiated Instruction		Unit Plans Lesson Plans Walkthroughs/Observations Documentation located in My Learning Plan Benchmark Assessment Scores	Student Grades Study Island Benchmark Assessments State Assessment Scores SGO Attainment Scores Common Assessment Scores
Math	Economically Disadvantaged	Common Core State Standards		Unit Plans Lesson Plans	Student Grades Study Island Benchmark Assessments

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Implementation/Assessments Student Growth Objectives Differentiated Instruction		Walkthroughs/Observations Documentation located in My Learning Plan Benchmark Assessment Scores	State Assessment Scores SGO Attainment Scores Common Assessment Scores

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parents as Partners in ASI Title I Workshops (PARCC Assessments) Monthly SEPTA meetings Back to School Night Parent/Teacher Conferences Awards Assemblies & Student Performances PTA Meetings Parent/Principal Roundtable Meetings District/School Website District School Communications (eRams, Press Releases)	Yes	Parent sign-in pages Parent attendance and feedback Hard copies of communications documents on file Feedback from attendees Parent participation; attendance at regular meetings	Provided during the first month of school, this evening provides parents with the opportunity to visit each of their children's classes, meet the teachers and get an overview of the expectations and content of each class. As well, parents are provided with PTA membership information and are welcomed by the principal, who shares expectations and pertinent information. This program will continue with a goal of a 5% increase in attendance. Parent conferences were held in the fall and the spring, each set consisting of one evening and two afternoon sessions. At this time, parents are able to meet with any or all of their children's teachers on an individual basis to discuss progress and/or concerns. This program will continue with a goal of a 5% increase in attendance. The fall and spring parent meetings are well attended. In the fall parents meet the teacher and are provided with information about multiple services available and are encouraged to ask any

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					questions they may have. The spring session is highlighted by the students' showcasing their culture as well as their learning through song, dance, and recitations. Assemblies are held quarterly to celebrate the academic achievement of students. The first assembly is held on Back to School Night while the others are morning assemblies. Parents are invited to attend to witness the recognition of their children's success. Parents are also encouraged to attend evening student performances including two musical (band and chorus) concerts and a drama presentation, as well as support student athletes during their after school competitions. Throughout the year there are numerous communications with parents. Each marking period includes a mid-marking period progress report and a quarterly report card. In addition, information is sent to parents relative to their children's eligibility/participation in programs including ASI and ESL/Bilingual. Parents are also provided with documentation of their children's performance on the NJ ASK and the school's status. Additionally, teachers and parents are encouraged to communicate with each other via email or phone. Moreover, parents are strongly urged to utilize Parent Access, which provides computer-based access to their assignments and assessments in each of their children's classes, allowing them to actively monitor their academic performance and progress. Connect Ed is another means of communication by which parents receive information pertinent to school closings or emergency situations via email, cell phone, and/or

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					land lines. Additionally, each student receives a copy of the Parent-Student Handbook by which parents are informed of daily expectations and procedures in the school as well as various policies. Each parent also receives a district calendar which identifies important dates and events throughout the year. Finally, the district website provides to parents yet another means to obtain a plethora of information including upcoming events, meeting dates, policy, etc. The link to the Middle School contains additional information pertinent to middle school students and their parents. The principal roundtables provide an opportunity for stakeholders to identify and discuss areas of concern as well as to share ideas relative to the school, students, and education. The school PTA has a significant membership and supports the students and staff in a variety of ways.
Math	Students with Disabilities	Parents as Partners in ASI Title I Workshops (PARCC Assessments) Monthly SEPTA meetings Back to School Night Parent/Teacher Conferences Awards Assemblies & Student Performances PTA Meetings Parent/Principal Roundtable Meetings District/School Website		Parent sign-in pages Parent attendance and feedback Hard copies of communications documents on file Feedback from attendees Parent participation; attendance at regular meetings	Provided during the first month of school, this evening provides parents with the opportunity to visit each of their children's classes, meet the teachers and get an overview of the expectations and content of each class. As well, parents are provided with PTA membership information and are welcomed by the principal, who shares expectations and pertinent information. This program will continue with a goal of a 5% increase in attendance. Parent conferences were held in the fall and the spring, each set consisting of one evening and two afternoon sessions. At this time, parents are able to meet with any or all of their children's teachers

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		District School Communications (eRams, Press Releases)			on an individual basis to discuss progress and/or concerns. This program will continue with a goal of a 5% increase in attendance.
					The fall and spring parent meetings are well attended. In the fall parents meet the teacher and are provided with information about multiple services available and are encouraged to ask any questions they may have. The spring session is highlighted by the students' showcasing their culture as well as their learning through song, dance, and recitations.
					Assemblies are held quarterly to celebrate the academic achievement of students. The first assembly is held on Back to School Night while the others are morning assemblies. Parents are invited to attend to witness the recognition of their children's success. Parents are also encouraged to attend evening student performances including two musical (band and chorus) concerts and a drama presentation, as well as support student athletes during their after school competitions.
					Throughout the year there are numerous communications with parents. Each marking period includes a mid-marking period progress report and a quarterly report card. In addition, information is sent to parents relative to their children's eligibility/participation in programs including ASI and ESL/Bilingual. Parents are also provided with documentation of their children's performance on the NJ ASK and the school's status. Additionally, teachers and parents are encouraged to communicate with each other via email or phone. Moreover, parents are strongly urged to utilize Parent Access, which provides

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					computer-based access to their assignments and assessments in each of their children's classes, allowing them to actively monitor their academic performance and progress. Connect Ed is another means of communication by which parents receive information pertinent to school closings or emergency situations via email, cell phone, and/or land lines. Additionally, each student receives a copy of the Parent-Student Handbook by which parents are informed of daily expectations and procedures in the school as well as various policies. Each parent also receives a district calendar which identifies important dates and events throughout the year. Finally, the district website provides to parents yet another means to obtain a plethora of information including upcoming events, meeting dates, policy, etc. The link to the Middle School contains additional information pertinent to middle school students and their parents. The principal roundtables provide an opportunity for stakeholders to identify and discuss areas of concern as well as to share ideas relative to the school, students, and education. The school PTA has a significant membership and supports the students and staff in a variety of ways.
ELA	Homeless	Parents as Partners in ASI Title I Workshops (PARCC Assessments) Back to School Night Parent/Teacher		Parent sign-in pages Parent attendance and feedback Hard copies of communications documents on file	Provided during the first month of school, this evening provides parents with the opportunity to visit each of their children's classes, meet the teachers and get an overview of the expectations and content of each class. As well, parents are provided with PTA membership information and

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Conferences Awards Assemblies & Student Performances PTA Meetings Parent/Principal Roundtable Meetings District/School Website District School Communications (eRams, Press Releases)		Feedback from attendees Parent participation; attendance at regular meetings	are welcomed by the principal, who shares expectations and pertinent information. This program will continue with a goal of a 5% increase in attendance. Parent conferences were held in the fall and the spring, each set consisting of one evening and two afternoon sessions. At this time, parents are able to meet with any or all of their children's teachers on an individual basis to discuss progress and/or concerns. This program will continue with a goal of a 5% increase in attendance. The fall and spring parent meetings are well attended. In the fall parents meet the teacher and are provided with information about multiple services available and are encouraged to ask any questions they may have. The spring session is highlighted by the students' showcasing their culture as well as their learning through song, dance, and recitations. Assemblies are held quarterly to celebrate the academic achievement of students. The first assembly is held on Back to School Night while the others are morning assemblies. Parents are invited to attend to witness the recognition of their children's success. Parents are also encouraged to attend evening student performances including two musical (band and chorus) concerts and a drama presentation, as well as support student athletes during their after school competitions. Throughout the year there are numerous communications with parents. Each marking period includes a mid-marking period progress report and a quarterly report card. In addition, information is sent to parents relative to their

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					children's eligibility/participation in programs including ASI and ESL/Bilingual. Parents are also provided with documentation of their children's performance on the NJ ASK and the school's status. Additionally, teachers and parents are encouraged to communicate with each other via email or phone. Moreover, parents are strongly urged to utilize Parent Access, which provides computer-based access to their assignments and assessments in each of their children's classes, allowing them to actively monitor their academic performance and progress. Connect Ed is another means of communication by which parents receive information pertinent to school closings or emergency situations via email, cell phone, and/or land lines. Additionally, each student receives a copy of the Parent-Student Handbook by which parents are informed of daily expectations and procedures in the school as well as various policies. Each parent also receives a district calendar which identifies important dates and events throughout the year. Finally, the district website provides to parents yet another means to obtain a plethora of information including upcoming events, meeting dates, policy, etc. The link to the Middle School contains additional information pertinent to middle school students and their parents. The principal roundtables provide an opportunity for stakeholders to identify and discuss areas of concern as well as to share ideas relative to the school, students, and education. The school PTA has a significant membership and supports the students and staff in a variety of ways.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	Parents as Partners in ASI Title I Workshops (PARCC Assessments) Back to School Night Parent/Teacher Conferences Awards Assemblies & Student Performances PTA Meetings Parent/Principal Roundtable Meetings District/School Website District School Communications (eRams, Press Releases)		Parent sign-in pages Parent attendance and feedback Hard copies of communications documents on file Feedback from attendees Parent participation; attendance at regular meetings	Provided during the first month of school, this evening provides parents with the opportunity to visit each of their children's classes, meet the teachers and get an overview of the expectations and content of each class. As well, parents are provided with PTA membership information and are welcomed by the principal, who shares expectations and pertinent information. This program will continue with a goal of a 5% increase in attendance. Parent conferences were held in the fall and the spring, each set consisting of one evening and two afternoon sessions. At this time, parents are able to meet with any or all of their children's teachers on an individual basis to discuss progress and/or concerns. This program will continue with a goal of a 5% increase in attendance. The fall and spring parent meetings are well attended. In the fall parents meet the teacher and are provided with information about multiple services available and are encouraged to ask any questions they may have. The spring session is highlighted by the students' showcasing their culture as well as their learning through song, dance, and recitations. Assemblies are held quarterly to celebrate the academic achievement of students. The first assembly is held on Back to School Night while the others are morning assemblies. Parents are invited to attend to witness the recognition of their children's success. Parents are also encouraged to attend evening student performances including two musical (band and chorus) concerts and a drama presentation, as well as support student athletes during their after

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					school competitions. Throughout the year there are numerous communications with parents. Each marking period includes a mid-marking period progress report and a quarterly report card. In addition, information is sent to parents relative to their children's eligibility/participation in programs including ASI and ESL/Bilingual. Parents are also provided with documentation of their children's performance on the NJ ASK and the school's status. Additionally, teachers and parents are encouraged to communicate with each other via email or phone. Moreover, parents are strongly urged to utilize Parent Access, which provides computer-based access to their assignments and assessments in each of their children's classes, allowing them to actively monitor their academic performance and progress. Connect Ed is another means of communication by which parents receive information pertinent to school closings or emergency situations via email, cell phone, and/or land lines. Additionally, each student receives a copy of the Parent-Student Handbook by which parents are informed of daily expectations and procedures in the school as well as various policies. Each parent also receives a district calendar which identifies important dates and events throughout the year. Finally, the district website provides to parents yet another means to obtain a plethora of information including upcoming events, meeting dates, policy, etc. The link to the Middle School contains additional information pertinent to middle school students and their parents. The principal roundtables provide an opportunity

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					for stakeholders to identify and discuss areas of concern as well as to share ideas relative to the school, students, and education. The school PTA has a significant membership and supports the students and staff in a variety of ways.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Parents as Partners in ASI Title I Workshops (PARCC Assessments) District/School ESL Bilingual Meetings Back to School Night Parent/Teacher Conferences Awards Assemblies & Student Performances PTA Meetings Parent/Principal Roundtable Meetings District/School Website District School Communications (eRams, Press Releases)		Parent sign-in pages Parent attendance and feedback Hard copies of communications documents on file Feedback from attendees Parent participation; attendance at regular meetings	Provided during the first month of school, this evening provides parents with the opportunity to visit each of their children's classes, meet the teachers and get an overview of the expectations and content of each class. As well, parents are provided with PTA membership information and are welcomed by the principal, who shares expectations and pertinent information. This program will continue with a goal of a 5% increase in attendance. Parent conferences were held in the fall and the spring, each set consisting of one evening and two afternoon sessions. At this time, parents are able to meet with any or all of their children's teachers on an individual basis to discuss progress and/or concerns. This program will continue with a goal of a 5% increase in attendance. The fall and spring parent meetings are well attended. In the fall parents meet the teacher and are provided with information about multiple services available and are encouraged to ask any questions they may have. The spring session is

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					highlighted by the students' showcasing their culture as well as their learning through song, dance, and recitations. Assemblies are held quarterly to celebrate the academic achievement of students. The first assembly is held on Back to School Night while the others are morning assemblies. Parents are invited to attend to witness the recognition of their children's success. Parents are also encouraged to attend evening student performances including two musical (band and chorus) concerts and a drama presentation, as well as support student athletes during their after school competitions. Throughout the year there are numerous communications with parents. Each marking period includes a mid-marking period progress report and a quarterly report card. In addition, information is sent to parents relative to their children's eligibility/participation in programs including ASI and ESL/Bilingual. Parents are also provided with documentation of their children's performance on the NJ ASK and the school's status. Additionally, teachers and parents are encouraged to communicate with each other via email or phone. Moreover, parents are strongly urged to utilize Parent Access, which provides computer-based access to their assignments and assessments in each of their children's classes, allowing them to actively monitor their academic performance and progress. Connect Ed is another means of communication by which parents receive information pertinent to school closings or emergency situations via email, cell phone, and/or land lines. Additionally, each student receives a

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					copy of the Parent-Student Handbook by which parents are informed of daily expectations and procedures in the school as well as various policies. Each parent also receives a district calendar which identifies important dates and events throughout the year. Finally, the district website provides to parents yet another means to obtain a plethora of information including upcoming events, meeting dates, policy, etc. The link to the Middle School contains additional information pertinent to middle school students and their parents. The principal roundtables provide an opportunity for stakeholders to identify and discuss areas of concern as well as to share ideas relative to the school, students, and education. The school PTA has a significant membership and supports the students and staff in a variety of ways.
Math	ELLs	Parents as Partners in ASI Title I Workshops (PARCC Assessments) District/School ESL Bilingual Meetings Back to School Night Parent/Teacher Conferences Awards Assemblies & Student Performances PTA Meetings Parent/Principal Roundtable Meetings District/School Website		Parent sign-in pages Parent attendance and feedback Hard copies of communications documents on file Feedback from attendees Parent participation; attendance at regular meetings	Provided during the first month of school, this evening provides parents with the opportunity to visit each of their children's classes, meet the teachers and get an overview of the expectations and content of each class. As well, parents are provided with PTA membership information and are welcomed by the principal, who shares expectations and pertinent information. This program will continue with a goal of a 5% increase in attendance. Parent conferences were held in the fall and the spring, each set consisting of one evening and two afternoon sessions. At this time, parents are able to meet with any or all of their children's teachers on an individual basis to discuss progress and/or concerns. This program will continue with a goal

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		District School Communications (eRams, Press Releases)			of a 5% increase in attendance. The fall and spring parent meetings are well attended. In the fall parents meet the teacher and are provided with information about multiple services available and are encouraged to ask any questions they may have. The spring session is highlighted by the students' showcasing their culture as well as their learning through song, dance, and recitations. Assemblies are held quarterly to celebrate the academic achievement of students. The first assembly is held on Back to School Night while the others are morning assemblies. Parents are invited to attend to witness the recognition of their children's success. Parents are also encouraged to attend evening student performances including two musical (band and chorus) concerts and a drama presentation, as well as support student athletes during their after school competitions. Throughout the year there are numerous communications with parents. Each marking period includes a mid-marking period progress report and a quarterly report card. In addition, information is sent to parents relative to their children's eligibility/participation in programs including ASI and ESL/Bilingual. Parents are also provided with documentation of their children's performance on the NJ ASK and the school's status. Additionally, teachers and parents are encouraged to communicate with each other via email or phone. Moreover, parents are strongly urged to utilize Parent Access, which provides computer-based access to their assignments and assessments in each of their children's classes, allowing them to actively monitor their academic

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					performance and progress. Connect Ed is another means of communication by which parents receive information pertinent to school closings or emergency situations via email, cell phone, and/or land lines. Additionally, each student receives a copy of the Parent-Student Handbook by which parents are informed of daily expectations and procedures in the school as well as various policies. Each parent also receives a district calendar which identifies important dates and events throughout the year. Finally, the district website provides to parents yet another means to obtain a plethora of information including upcoming events, meeting dates, policy, etc. The link to the Middle School contains additional information pertinent to middle school students and their parents. The principal roundtables provide an opportunity for stakeholders to identify and discuss areas of concern as well as to share ideas relative to the school, students, and education. The school PTA has a significant membership and supports the students and staff in a variety of ways.
ELA	Economically Disadvantaged	Parents as Partners in ASI Title I Workshops (PARCC Assessments) Monthly SEPTA meetings Back to School Night Parent/Teacher Conferences Awards Assemblies & Student Performances		Parent sign-in pages Parent attendance and feedback Hard copies of communications documents on file Feedback from attendees Parent participation; attendance at regular meetings	Provided during the first month of school, this evening provides parents with the opportunity to visit each of their children's classes, meet the teachers and get an overview of the expectations and content of each class. As well, parents are provided with PTA membership information and are welcomed by the principal, who shares expectations and pertinent information. This program will continue with a goal of a 5% increase in attendance.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		PTA Meetings Parent/Principal Roundtable Meetings District/School Website District School Communications (eRams, Press Releases)			Parent conferences were held in the fall and the spring, each set consisting of one evening and two afternoon sessions. At this time, parents are able to meet with any or all of their children's teachers on an individual basis to discuss progress and/or concerns. This program will continue with a goal of a 5% increase in attendance. The fall and spring parent meetings are well attended. In the fall parents meet the teacher and are provided with information about multiple services available and are encouraged to ask any questions they may have. The spring session is highlighted by the students' showcasing their culture as well as their learning through song, dance, and recitations. Assemblies are held quarterly to celebrate the academic achievement of students. The first assembly is held on Back to School Night while the others are morning assemblies. Parents are invited to attend to witness the recognition of their children's success. Parents are also encouraged to attend evening student performances including two musical (band and chorus) concerts and a drama presentation, as well as support student athletes during their after school competitions. Throughout the year there are numerous communications with parents. Each marking period includes a mid-marking period progress report and a quarterly report card. In addition, information is sent to parents relative to their children's eligibility/participation in programs including ASI and ESL/Bilingual. Parents are also provided with documentation of their children's performance on the NJ ASK and the school's

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					status. Additionally, teachers and parents are encouraged to communicate with each other via email or phone. Moreover, parents are strongly urged to utilize Parent Access, which provides computer-based access to their assignments and assessments in each of their children's classes, allowing them to actively monitor their academic performance and progress. Connect Ed is another means of communication by which parents receive information pertinent to school closings or emergency situations via email, cell phone, and/or land lines. Additionally, each student receives a copy of the Parent-Student Handbook by which parents are informed of daily expectations and procedures in the school as well as various policies. Each parent also receives a district calendar which identifies important dates and events throughout the year. Finally, the district website provides to parents yet another means to obtain a plethora of information including upcoming events, meeting dates, policy, etc. The link to the Middle School contains additional information pertinent to middle school students and their parents. The principal roundtables provide an opportunity for stakeholders to identify and discuss areas of concern as well as to share ideas relative to the school, students, and education. The school PTA has a significant membership and supports the students and staff in a variety of ways.
Math	Economically Disadvantaged	Parents as Partners in ASI Title I Workshops (PARCC Assessments)		Parent sign-in pages Parent attendance and feedback	Provided during the first month of school, this evening provides parents with the opportunity to visit each of their children's classes, meet the teachers and get an overview of the expectations

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Monthly SEPTA meetings Back to School Night Parent/Teacher Conferences Awards Assemblies & Student Performances PTA Meetings Parent/Principal Roundtable Meetings District/School Website District School Communications (eRams, Press Releases)		Hard copies of communications documents on file Feedback from attendees Parent participation; attendance at regular meetings	and content of each class. As well, parents are provided with PTA membership information and are welcomed by the principal, who shares expectations and pertinent information. This program will continue with a goal of a 5% increase in attendance. Parent conferences were held in the fall and the spring, each set consisting of one evening and two afternoon sessions. At this time, parents are able to meet with any or all of their children's teachers on an individual basis to discuss progress and/or concerns. This program will continue with a goal of a 5% increase in attendance. The fall and spring parent meetings are well attended. In the fall parents meet the teacher and are provided with information about multiple services available and are encouraged to ask any questions they may have. The spring session is highlighted by the students' showcasing their culture as well as their learning through song, dance, and recitations. Assemblies are held quarterly to celebrate the academic achievement of students. The first assembly is held on Back to School Night while the others are morning assemblies. Parents are invited to attend to witness the recognition of their children's success. Parents are also encouraged to attend evening student performances including two musical (band and chorus) concerts and a drama presentation, as well as support student athletes during their after school competitions. Throughout the year there are numerous communications with parents. Each marking period includes a mid-marking period progress

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					report and a quarterly report card. In addition, information is sent to parents relative to their children's eligibility/participation in programs including ASI and ESL/Bilingual. Parents are also provided with documentation of their children's performance on the NJ ASK and the school's status. Additionally, teachers and parents are encouraged to communicate with each other via email or phone. Moreover, parents are strongly urged to utilize Parent Access, which provides computer-based access to their assignments and assessments in each of their children's classes, allowing them to actively monitor their academic performance and progress. Connect Ed is another means of communication by which parents receive information pertinent to school closings or emergency situations via email, cell phone, and/or land lines. Additionally, each student receives a copy of the Parent-Student Handbook by which parents are informed of daily expectations and procedures in the school as well as various policies. Each parent also receives a district calendar which identifies important dates and events throughout the year. Finally, the district website provides to parents yet another means to obtain a plethora of information including upcoming events, meeting dates, policy, etc. The link to the Middle School contains additional information pertinent to middle school students and their parents. The principal roundtables provide an opportunity for stakeholders to identify and discuss areas of concern as well as to share ideas relative to the school, students, and education. The school PTA has a significant membership and

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					supports the students and staff in a variety of ways.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. **Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

✓ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Lisa Wargo
Principal's Name (Print)

Lisa Wargo
Principal's Signature

June 29, 2015
Date

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

✓ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____Lisa Wargo_____   _____   _June 29, 2015_____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJ ASK 2013 and 2014 data (when available) District Factor Group (DFG) data; NJ SMART data via EdAnalyzer; Three Year Trend Charts Student records (Genesis files); Academic Support Instruction (ASI) records; Data from Study Island (benchmark) assessment; Data from student growth objectives Records from Fast ForWord program	NJ ASK (bundled) results indicate that language arts literacy AYP benchmarks were missed by three groups of students (total population, white, and economically disadvantaged). ELL students in all grades did not meet AYP. Special education students did not meet AYP. There also appears to be a gender gap in favor of females in all three grade levels. Data from ASI records and Study Islang benchmark assessments indicate that most students demonstrate progress and growth over the ten month school year. Comparison of class grades to NJ ASK scores indicates that students who perform poorly on the standardized assessment usually also earn grades of C or below. Fast ForWord data indicates that all students completing the program demonstrate improvement in various reading skills.
+Academic Achievement - Writing	NJ ASK 2013 and 2014 data(when available) (Cycle I and Cycle II reports); District Factor Group (DFG) data; Three Year Trend Charts NJ SMART data via EdAnalyzer; Student records (Genesis files); Academic Support Instruction (ASI) records;	NJ ASK results indicate that performance on writing tasks is not strong. Review of writing folders indicates that, in general, written tasks are brief and often geared toward NJ ASK prompts; there does not appear to be evidence of portfolio assessment, which would focus on student growth and progress rather than mere completion. Writing samples demonstrate that most LAL teachers provided specific feedback to improve learning and performance.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Data from Study Island (benchmark) assessment; Student writing folders	
Academic Achievement - Mathematics	NJ ASK 2013 and 2014 (when available) data (Cycle I and Cycle II reports); District Factor Group (DFG) data; Three Year Trend Charts NJ SMART data via EdAnalyzer; Student records (Genesis files); Academic Support Instruction (ASI) records; Data from Study Island (benchmark) assessment;	NJ ASK (bundled) results indicate that all subgroups of students met the AYP benchmarks via safe harbor. It appears that an identified weakness is in two particular clusters; Data Analysis and Geometry/Measurement. Special education students demonstrated increases from 7th to 8th grade, but SE students demonstrated a decline in progress from 6th to 7th grade; there is a significant gap between general education and special education students in terms of Mean Scale Scores. Compared to similar schools, there was a relatively high number of students scoring advanced proficient, with several students achieving the maximum score of 300. There is slight gender gap in favor of females. The economically disadvantaged group met the AYP benchmark. Students in 8th grade compared favorably to others students in the same DFG, meeting or exceeding the JPM in each cluster. ASI records and Study Island data indicate that most students demonstrate progress over the course of the year. Initial universal assessment indicates that motivation may be a factor in student performance.
Family and Community Engagement	Attendance at Back to School Night, parent conferences, Awards assemblies, student performances, roundtable discussions, PTA meetings, and Parent Workshop sessions Parent Access use eRam messaging system	In this working class community, the greatest parent attendance occurs on Back to School Night and parent conference times as evidenced by parent sign-in sheets. There is moderate attendance at student performances and/or awards assemblies. There is low turnout for discussion groups, PTA meetings, and approximately 60% of students are connected to a Parent Access account. Attendance at scheduled parent involvement workshops is extremely low at the Middle School level.
Professional Development	Teacher evaluations of on-site professional development opportunities; Observation of classroom instruction; Informal feedback from teachers;	Some of the staff evaluations indicate dissatisfaction with most on-site professional learning workshops. Several staff members are reluctant to leave their own classrooms to observe their colleagues (learning walks). Observation of classroom instruction indicates the need for professional development in several areas, most significantly differentiated instruction, but other strategies as well – guided reading, integration of technology, and project

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	School-based and district Professional Development Committee meetings/and recommendations	based learning. School and district Professional Development Committees played the lead role by facilitating a PD needs assessment and establishing PD goals. A list of their suggestions was compared to those identified by the CAPA team and forthcoming professional development was collaboratively decided upon. Pertinent off-site professional development opportunities are shared with staff. Pairs or small groups of teachers are frequently encouraged to attend particular workshops and turnkey their learning to the rest of the staff. (When possible, these are funded by the District through allocated funds.)
Leadership	School survey; Attendance and discipline data School Safety Team Committee	There is little evidence of understanding of gender differences in learning and there is little differentiation of instruction or collaborative learning. Data is available to inform instruction, but does appear to be effectively utilized. Technology should be regularly integrated into instruction. The community and staff also seem to have lower expectations for minority students. There are programs in place for student recognition as well as programs for conflict resolution and anger management.
School Climate and Culture	Staff survey Teacher leadership opportunities and participation	Distributed leadership is increasing at the school. As such, the School Improvement Committee will be catalysts for the identified school improvement endeavors. In addition, the school's Professional Development Committee will continue to help identify professional learning needs of staff and recommend school-based learning topics.
School-Based Youth Services	Intervention and Referral Services Team School Behavior Support Specialist Attendance data for after-school ASI classes Participation in Supplemental Educational Services opportunities Students and teachers voluntarily remaining after school for academic assistance Guest speakers	Approximately 30% of the teaching staff remains beyond the hours of the contractual school day, often until 3:30 pm to assist their students individually or in small groups. After-school ASI classes experienced an increase in attendance this year as compared to last year over the eight-month period. Guest speakers such as police personnel, a former FBI agent, and an author all provided students with engaging learning experiences. The students were respectful and attentive. There is relatively low participation in summer school enrichment programs (approximately 20% students of the 122 ASI students eligible for the program). Project SOAR (Students Opposed to Anger and Rage) will continue to be implemented at the Middle School. Project SOAR is a comprehensive and multi-

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Summer School Project SOAR (anger management groups) Let's GO (Get Organized) Study skills groups	level anger management and moral development program designed to reduce the frequency and intensity of anger and aggression exhibited in school. The project was created out of a need for a structured and effective program to reduce students' anger and aggression. The program has a systematic focus, affording each student a deeper level of understanding of his/her individual self, in relationship with others thus increasing the possibility of longer term results in the reduction of anger and aggression. Students are identified for this program through discipline records, teacher recommendations, individual student-counselor sessions, parent contact as well as previous counselor recommendations. Once identified, they participate in a structured group program with the behavior support specialist teaching students personal patterns of aggression as well as coping strategies. A final phase includes peer support group that focuses on maintenance and relapse prevention. Studies have shown that students often experience academic difficulties for a number of reasons, ranging from ineffective time management to lack of motivation. Time management is a key component of maintaining effective study skills (Glenn, 2003). Without proper time management, students' responsibilities, both academic and outside of school, become overwhelming. In an effort to complete tasks, students will come up with their own "course of study", which can prove to be ineffective (Glenn, 2003). As a result, the concept of a study skills, time management, and goal development support group was developed to serve the needs of identified Middle School students in grades 6-8. This group is named Let's GO (Get Organized) and its objectives are as follows: - Identifying strengths and areas for improvement. - Provide encouragement. - Setting specific, realistic short-term goals and identifying steps towards achieving these goals. - Tracking and reflecting on progress toward goals. - Helping students improve their grades. - Helping students develop positive feelings about school and their academic accomplishments. - Increasing time awareness by analyzing time spent on homework, extra- or co-curricular activities, chores, leisure time. - Understanding the importance of "responsibility" and "accountability". - Identifying students' individual "learning style" (visual, tactile, kinesthetic) and becoming familiar with techniques and study skills

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		to use in their academics based on their own particular style of learning. • Learning and applying organizational techniques. • Acquiring test-taking skills to reduce anxiety and enhance academic performance. • Obtaining input from teachers and parents on a weekly basis to assess students' progress. • Monitoring progress on a daily, weekly, quarterly basis. • Rewarding students at different points throughout the group process for achieving goals and positive comments from teachers and parents.
Students with Disabilities	NJ ASK 2013 and 2014 data (when available) District Factor Group (DFG) data; NJ SMART data via EdAnalyzer; Three Year Trend Charts Student records (Genesis files); Academic Support Instruction (ASI) records; Data from Study Island (benchmark) assessment; Data from student growth objectives Records from Fast ForWord program	NJ ASK (bundled) results indicate that language arts literacy AYP benchmarks were missed by three groups of students (total population, white, and economically disadvantaged). ELL students in all grades did not meet AYP. Special education students did not meet AYP. There also appears to be a gender gap in favor of females in all three grade levels. Data from ASI records and Study Islang benchmark assessments indicate that most students demonstrate progress and growth over the ten month school year. Comparison of class grades to NJ ASK scores indicates that students who perform poorly on the standardized assessment usually also earn grades of C or below. Fast ForWord data indicates that all students completing the program demonstrate improvement in various reading skills.
Homeless Students	NJ ASK 2013 and 2014 data(when available) (Cycle I and Cycle II reports); District Factor Group (DFG) data; Three Year Trend Charts NJ SMART data via EdAnalyzer; Student records (Genesis files);	NJ ASK results indicate that performance on writing tasks is not strong. Review of writing folders indicates that, in general, written tasks are brief and often geared toward NJ ASK prompts; there does not appear to be evidence of portfolio assessment, which would focus on student growth and progress rather than mere completion. Writing samples demonstrate that most LAL teachers provided specific feedback to improve learning and performance.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Academic Support Instruction (ASI) records; Data from Study Island (benchmark) assessment; Student writing folders	
Migrant Students	NJ ASK 2013 and 2014 (when available) data (Cycle I and Cycle II reports); District Factor Group (DFG) data; Three Year Trend Charts NJ SMART data via EdAnalyzer; Student records (Genesis files); Academic Support Instruction (ASI) records; Data from Study Island (benchmark) assessment;	NJ ASK (bundled) results indicate that all subgroups of students met the AYP benchmarks via safe harbor. It appears that an identified weakness is in two particular clusters; Data Analysis and Geometry/Measurement. Special education students demonstrated increases from 7th to 8th grade, but SE students demonstrated a decline in progress from 6th to 7th grade; there is a significant gap between general education and special education students in terms of Mean Scale Scores. Compared to similar schools, there was a relatively high number of students scoring advanced proficient, with several students achieving the maximum score of 300. There is slight gender gap in favor of females. The economically disadvantaged group met the AYP benchmark. Students in 8th grade compared favorably to others students in the same DFG, meeting or exceeding the JPM in each cluster. ASI records and Study Island data indicate that most students demonstrate progress over the course of the year. Initial universal assessment indicates that motivation may be a factor in student performance.
English Language Learners	Attendance at Back to School Night, parent conferences, Awards assemblies, student performances, roundtable discussions, PTA meetings, and Parent Workshop sessions Parent Access use eRam messaging system	In this working class community, the greatest parent attendance occurs on Back to School Night and parent conference times as evidenced by parent sign-in sheets. There is moderate attendance at student performances and/or awards assemblies. There is low turnout for discussion groups, PTA meetings, and approximately 60% of students are connected to a Parent Access account. Attendance at scheduled parent involvement workshops is extremely low at the Middle School level.
Economically Disadvantaged	Teacher evaluations of on-site professional development opportunities;	Some of the staff evaluations indicate dissatisfaction with most on-site professional learning workshops. Several staff members are reluctant to leave their own classrooms to observe their colleagues (learning walks). Observation of classroom instruction indicates the need for professional

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Observation of classroom instruction; Informal feedback from teachers; School-based and district Professional Development Committee meetings/and recommendations	development in several areas, most significantly differentiated instruction, but other strategies as well – guided reading, integration of technology, and project based learning. School and district Professional Development Committees played the lead role by facilitating a PD needs assessment and establishing PD goals. A list of their suggestions was compared to those identified by the CAPA team and forthcoming professional development was collaboratively decided upon. Pertinent off-site professional development opportunities are shared with staff. Pairs or small groups of teachers are frequently encouraged to attend particular workshops and turnkey their learning to the rest of the staff. (When possible, these are funded by the District through allocated funds.)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

    a. As NJ ASK data became available, building administrators reviewed, analyzed, and discussed the data relative to attainment of AYP in each content area, grade level, and student subgroup as well as instructional implications. A comparison was made between student test performance and class performance. The data was shared with all staff members at the start of the school year, and language arts and mathematics teachers met individually to discuss the data and converse with administrators about their individual needs to improve student learning. Classroom instructional strategies and practices were proffered based on the feedback from teachers. An emphasis on high expectations for all was communicated (and reiterated frequently throughout the year). Additionally, all math and language arts teachers were required to administer the Study Island benchmark assessment and use available data from multiple sources to inform and guide instruction. On-site professional development opportunities were provided to help meet the needs of the staff. Teachers throughout the District were required twice annually to prepare reports on student progress, and the principals disseminated this information formally to the Board. Other data reviewed included attendance and discipline information, samples of student work, class grades, and anecdotal records.

b. Throughout the year, meetings were held with teachers as well as parents to discuss the difference in Title I programs (targeted assistance compared to schoolwide) and the impact upon the school. One area discussed was the requirements for paraprofessionals to be highly qualified.

c. Subsequently, the school-based Professional Development committee met with the staff to establish professional development SMART goals and the professional needs of the staff. Based upon the results of this effort, and in concert with collaboration with administrators, professional development priorities were collaboratively established in discussions among members of the Professional Development Committee, instructional staff, and building administrators.

d. A needs assessment specific to Title I was administered in June, followed up by a committee meeting with various stakeholders to set schoolwide priorities.

2. What process did the school use to collect and compile data for student subgroups?

a. Data was obtained from a variety of sources. Hard copies of NJ ASK scores and Cycle II reports and electronically downloaded student data were made available for review and analysis. In addition, a variety of other data were gathered and utilized in the analysis. These included the following: student attendance and discipline data, student grades, samples of student work, anecdotal records (such as those in the ASI folders), Study Island benchmark data, and participation in after school academic support programs. Classroom observations/visitations, student growth objective data, and administrative walkthroughs also yielded significant information regarding subgroups.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

a. The data was valid and reliable based on the objectivity of the assessment scores, along with the validity and reliability of the assessments themselves. The newly implemented Stronge Observation Model provides evidence of teacher effectiveness. Triangulation of data confirmed that the data from student attendance and discipline records as well as participation in after school ASI opportunities revealed a strong relationship between these items and underachievement of students.

4. What did the data analysis reveal regarding classroom instruction?

a. Data analysis, based on classroom observations and review of unit plans, indicates that there is overall lack of differentiation of instruction, most instruction is teacher-centered and traditional, and there is little collaborative learning or use of available technology. Moreover, teachers are unaware of gender-based learning research, as revealed through the comparison of student achievement data (NJ ASK scores and observations of male and female students) and therefore, strategies and materials to help close the achievement gap between girls and boys.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

    a. Data analysis (teacher feedback) reveals that teachers feel that their professional development needs are not being met in that the PD being provided is not of use to them and/or is not followed through (sustained). In general, strategies that are focused upon in previous professional development have not translated to classroom application.

6. How does the school identify educationally at-risk students in a timely manner?

    a. mathematics and language arts class grades, student work samples, benchmark and formative assessments, and teachers' anecdotal records. As well, parent input is also considered in the placement or removal from ASI support opportunities. Moreover, students who do not meet the initial eligibility requirement (having scored partially proficient on the most recent NJ ASK assessment and earned a D or F in their previous mathematics and/or language arts class) are not precluded from participation as teachers may recommend academic support via referrals for the same based on a variety of specific identified deficiencies at any time during the school year.

    b. Students' class performance and learning behaviors are constantly monitored by teachers, and the Intervention and Referral Service Team is used to help suggest strategies and provide assistance in meeting the needs of struggling students.

    c. Based on the multiple criteria as described above, students are identified for participation in Academic Support Instruction (ASI). ASI is provided through small group, in-class support as well as in an after school program.

7. How does the school provide effective interventions to educationally at-risk students?

    a. At-risk students receive in-class support in either or both mathematics and language arts. This support occurs in the regular language arts and mathematics classes. Regular mathematics and language arts teachers, work with students in small groups as well as individually in this collaborative setting. Students identified as struggling readers also engage in the computer based Fast ForWord program. This program is designed to develop and reinforce reading skills in order to support reading comprehension. Moreover, the after school program enables students to work with ASI teachers in small groups and individually to improve their skills. The Study Island computer software program is available to support this instruction in both math and language arts. The progress of the identified students is closely monitored and regularly reported by the ASI teachers to the LEA.

8. How does the school address the needs of migrant students?

    a. There are no migrant students among the school population at this time.

9. How does the school address the needs of homeless students?

    a. At-risk students who are identified as homeless receive additional supports (educational, social, emotional) via the district's Homeless Liaison Coordinator as well as the school's identified Homeless Liaison. These people conference with teachers, staff, and administrators to ensure that there is continuity in the educational program as well as providing the homeless student and family with additional support as needed.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    a. Teachers were provided with assessment data as well as training in the use of NJSMART EdAnalyzer. Each math and language arts teacher met individually with administrators to discuss the academic assessment of their students in concert with instruction. In addition, grade level teams collaboratively reviewed the data. As well, all mathematics and language arts teachers have been trained in the use of the Study Island benchmark assessment and data tools to analyze students' needs and appropriately plan instruction.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

    a. Middle School guidance counselors visit the fifth grade classes in the Elementary school in June. Special Education fifth grade students actually visit the Middle School in June and are provided with a tour of the building. In August, a New Student Orientation program is hosted. Administrators, teachers, guidance counselors, and current Middle School students provide information to students and parents. Students are also provided with the opportunity to open their lockers. In April, High School guidance counselors visit eighth grade classes to discuss High School and the scheduling process. An evening informational session was also held for parents of rising 8th graders to introduce them to scheduling and extracurricular activities available at the High School. In August, a New Student Orientation program is hosted.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

    a. The Needs Assessment, Identification of Priority Problems, and Action Plans contained in this document embody input from a variety of stakeholders. The school's School Improvement Committee collaboratively identified priorities for the Action Plans, which are also the basis for this Title I Unified Plan. Parents and students were involved in the selection of the priority problems based on their participation in the process (interviews and meetings).

    b. The data suggests that there is disconnect between the underachievement of particular student subgroups and staff familiarity with the cultural backgrounds of these students. As well, some staff members are unable to effectively differentiate instruction to improve student learning, which may relate to ineffective analysis of data or unfamiliarity with students (culture, learning style, interests, etc.). As well, there is evidence that greater, more effective administrative walkthroughs are needed to support instructional improvement.

    c. The process has identified several root causes for subgroups not meeting AYP, including:

        i. Lack of vertical articulation

        ii. Assessment data is not effectively used to drive instructional practice and student placement to address student needs

iii. Traditional instructional techniques: teacher-centered instead of student-centered instruction

iv. Lack of special program teacher (e.g., ELL, Title I, special education, gifted and talented) collaboration with general education teachers

v. Structures for serving special populations (i.e. ASI is not available for full block)

vi. Professional development is not sufficient to adequately enable teachers to meet needs of special populations

vii. Parent/community involvement (i.e. minimal programs, SES not supported by parents) needs improvement

viii. Additionally, the following root causes were identified pertinent to Special Education:

ix. Approved accommodations/modifications according to student's IEP were narrowly interpreted in the way the New Jersey State Assessment is administered and is a factor for poor achievement

x. There appears to be a lack of curriculum consistency and coordination between the elementary and middle school. Limited time for articulation between schools.

xi. Gaps in students' learning along with low-level reading ability are factors that impact on student achievement.

xii. Lack of rigor and low expectations of the staff ; high-interest, low-ability level materials are lacking in some content areas to support instruction

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the Achievement Gap – English Language Arts and Mathematics	Standards Based Assessment/Instructional Engagement (Achievement Coach Grant)
Describe the priority problem using at least two data sources	Need to employ strategies and practices to improve the learning of all students in order to address the evidence of gap in achievement of subgroups of students compared to general education and White subgroups. The need to develop the school as an effective learning community that supports a climate conducive to performance excellence; Underachievement of student subgroups related to school culture/climate including lower expectations for minority groups	Demonstrated need for instructional skills and strategies to better meet the needs of diverse learners
Describe the root causes of the problem	Community and staff have lower expectations for minority students	Lack of familiarity with student cultural background; ability to differentiate Traditional instructional techniques: teacher-centered instead of student-centered instruction. The school staff are unfamiliar with differences in gender-based learning patterns and how to best engage all students. Also, some staff have not been trained in differentiated instruction to meet the learning needs of all students, including culturally different students. What evidence is there that teacher learning is tied to student learning?
Subgroups or populations addressed	All, students, but particularly Economically Disadvantaged Students, Students with disabilities, African-American, Hispanic, and Teachers	Lack of familiarity with student cultural background; ability to differentiate Traditional instructional techniques: teacher-centered instead of student-centered instruction. The school staff are unfamiliar with differences in gender-based learning patterns and how to best engage all students. Also, staff have not been trained in differentiated instruction to meet the learning needs of all students, including culturally different students.

		What evidence is there that teacher learning is tied to student learning?
Related content area missed (i.e., ELA, Mathematics)	Mathematics Language Arts Literacy All subgroups	All identified subgroups

Name of scientifically research based intervention to address priority problems	Professional Learning Communities (PLCs)
	Literature Circles
	Collaborative Planning
	Language Arts Literacy Across the Curriculum
	Common Assessments
	PARCC Assessments
	Student Growth Objectives
		Professional development :
		Differentiation of Instruction (Tomlinson, 2000)
		    Co-teaching strategies
		    Collaborative planning (PLCs)
		Job-embedded coaching
		Administrative walkthroughs
		Learning Walks
		Parent Involvement
		Student Growth Objectives

How does the intervention align with the Common Core State Standards?	Through the development of professional learning communities, and distributed leadership Improvement in the school climate and culture, with high expectations for all students will help ensure that the identified CCSS/NJCCCS will be addressed with all students in all content areas, and instructional delivery will be provided such that all students will be able to achieve to their fullest potential. PLCs by subject matter will enable teachers to work together to identify and analyze data, discuss and implement strategies to improve student learning, and help them share their knowledge and skills. Distributed leadership will enhance school climate and culture by enabling teachers to actively participate in developing practices and procedures that directly impact student learning. This may include, but is not limited to scheduling and discipline.	Differentiation of instruction, activities, and assessment will better enable students to meet the expectations identified in the CCSS/NJCCCS

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Effective Classroom Use of Technology	
Describe the priority problem using at least two data sources	Need to employ strategies and practices to improve the learning of all students in order to address the effective use of classroom technology. The Middle School has an abundance of technology that needs to be used effectively in an effort to improve student achievement and engagement.	
Describe the root causes of the problem	Lack of familiarity with student subgroups' culture, learning styles, interests Traditional instructional techniques: teacher-centered instead of student-centered instruction The school staff are unfamiliar with the differences in gender-based learning patterns and how to best engage all students. Also, staff have not been trained in differentiated instruction to meet the learning needs of all students, including culturally different students.	
Subgroups or populations addressed	All students, but particularly Students with Disabilities, African-American, Hispanic, Economically Disadvantaged, and Teachers	
Related content area missed (i.e., ELA, Mathematics)	Mathematics – All identified subgroups Language Arts Literacy – All identified subgroups	
Name of scientifically research based intervention to address priority problems	Computer Assisted Instruction Study Island (Benchmark Assessments and Instructional Programs in Math and Language Arts) Fast ForWord (Language Arts Literacy) Don Johnston's Solo Suite (Language Arts Literacy)	
How does the intervention align with the Common Core State Standards?	Students who are engaged in the learning process demonstrate greater levels of achievement. Through the infusion of technology (via Chromebooks, laptops, netbooks, iPads, a dedicated computer lab (containing 30 computers,	

	smart board, LCD projector, remote response system, and content relevant software/internet based programs, each class in the Middle School will have the opportunity to infuse technology into the learning process.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)B <u>strengthen the core academic program in the school;</u>					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
Differentiated Instruction	All	All Subgroups	Assistant Superintendent; Building Administrators	Lesson Plans Walkthroughs Student Growth Objectives Student Grades; Assessment Scores	Fountas and Pinnell Tomlinson Stronge
Standards Based Assessments	All	All Subgroups	Assistant Superintendent; Building Administrators; Teaching Staff	Lesson Plans Walkthroughs Student Growth Objectives Student Grades; Assessment Scores	Fountas and Pinnell Tomlinson Stronge
Use of Data to Inform Instruction	ELA/Mathematics	All subgroups	Assistant Superintendent; Building Administrators; Teaching Staff	Lesson Plans Walkthroughs Student Growth Objectives Student Grades; Assessment Scores	Fountas and Pinnell Tomlinson Stronge
Integration of Technology into Instruction	ELA/Mathematics	All subgroups	Assistant Superintendent; Building Administrators; Teaching Staff	Lesson Plans Walkthroughs Student Growth Objectives Student Grades; Assessment Scores	Fountas and Pinnell Tomlinson Stronge
Stronge Evaluation Model; Construction of SGOs	ELA/Mathematics	All subgroups	Assistant Superintendent; Building Administrators; Teaching Staff	Lesson Plans Walkthroughs Student Growth Objectives Student Grades; Assessment Scores	Fountas and Pinnell Tomlinson Stronge

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
After School ASI instruction (small group/individualized)	ELA/Mathematics	All Subgroups	Assistant Superintendent; Building Administrators; Teaching Staff	Student Assessment Scores Attendance Student Grades	Fashola, 1998
Summer Enrichment Program	ELA/Mathematics	Academically At-risk students	Assistant Superintendent; Building Administrators; Teaching Staff	Student Assessment Scores Attendance Student Grades	Borman & Boulay, 2004

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Differentiated Instruction	All		Building administrators Assistant Superintendent	Lesson plans including differentiated instruction/activities/assessments; classroom observation documentation; participation in DI workshops	Tomlinson, 2002
Implementation of CCSS/PARRC Assessments	ELA/Mathematics		Building administrators Assistant Superintendent	Lesson plans	NJDOE
Standards-based Assessment	All		Building administrators Assistant Superintendent	Lesson plans; analysis of assessments (e.g. Atlas Rubicon)	Marzano, 2010
Instructional Technology Training	All		Building administrators Assistant Superintendent	Lesson plans; classroom observation documentation	Mann, 1999
Stronge Evaluation Model; Construction of SGOs	ELA/Mathematics	All subgroups	Assistant Superintendent; Building Administrators; Teaching Staff	Lesson Plans Walkthroughs Student Growth Objectives Student Grades; Assessment Scores	Fountas and Pinnell Tomlinson Stronge
After School ASI instruction (small group/individualized)	ELA/Mathematics	All Subgroups	Assistant Superintendent; Building Administrators; Teaching Staff	Student Assessment Scores Attendance Student Grades	Fashola, 1998

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Summer Enrichment Program	ELA/Mathematics	Academically At-risk students	Assistant Superintendent; Building Administrators; Teaching Staff	Student Assessment Scores Attendance Student Grades	Borman & Boulay, 2004

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
   a. The Schoolwide program for 2015-16 will be evaluated internally by central administration, school administration, staff, parents. At a minimum, evaluation will take place on a quarterly basis.
2. What barriers or challenges does the school anticipate during the implementation process?
   a. Barriers to the implementation process may include available funds for programs and staffing as well as time constraints (staff, student schedule availability). Attendance at before and/or after school programs may be impacted by participation in other school activities.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
   a. Meetings, discussions, as well as surveys.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
   a. Meetings, discussions, as well as surveys.
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
   a. Meetings, discussions, as well as surveys.
6. How will the school structure interventions?
   a. Interventions will be structured so that they occur during the school day (push in programs for mathematics and language arts literacy) as well as before and/or after school sessions
7. How frequently will students receive instructional interventions?
   a. Minimally, students will receive interventions for 43 minutes daily (through the push in program). Should staff/fund availability allow, students may receive 86 minutes of intervention. Should the student/parent choose to participate in the before/after school program, an additional 43-86 minutes of intervention will be available weekly.
8. What resources/technologies will the school use to support the schoolwide program?
   a. Resources include funding for staff, funding for technology (hardware/software), and funding for support programs (internet based or instructional supplements)
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
   a. Quantitative data will include performance on state assessments, final grades, attendance data, discipline data, student growth objective data.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?
    a. Information will be disseminated to staff at a faculty meeting; to parents at parent/principal roundtable; to community members via a posting on the district's website.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Parent Involvement Sessions	ELA/Mathematics	All Subgroups	Assistant Superintendent; Administrators	Attendance at workshops Increased communication between school/school district and parents/community	"Structuring Out of School Time to Improve Academic Achievement" (What Works Clearninghouse IES Practice Guide)
Back to School Night	ELA/Mathematics	All Subgroups	Administrators; Teaching Staff	Increased communication between school/school district and parents/community	
Fall/Spring Conferences	ELA/Mathematics	All Subgroups	Administrators; Teaching Staff	Increased communication between school/school district and parents/community	
Parent/Principal Roundtables	ELA/Mathematics	All Subgroups	Parents; MS Principal	Increased communication between school/school district and parents/community	
New Student Orientation	ELA/Mathematics	All Subgroups	Administrators; Guidance Counselors; Teaching Staff	Increased communication between school/school district and parents/community	
ELL Parent Meetings/Student	ELA/Mathematics	ELL	Assistant Superintendent;	Increased communication between school/school	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Program Presentation			ELL teaching staff; students	district and parents/community	
Parent Workshop Sessions	ELA/Mathematics	All Subgroups	Assistant Superintendent	Participation (sign-in pages) and feedback	

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
   - There are numerous opportunities for parent involvement in the school throughout the year. Aside from parent conferences, which enable parents to discuss the academic progress of their children on an individual basis with each teacher, there are scheduled events such as principal roundtable discussions and information sessions/workshops. As well, parent involvement opportunities are held both during daytime and evening sessions. Typically, attendance at parent conferences is adequate; however, for a variety of reasons, parents of students in underachieving subgroups tend not to participate in other parent involvement opportunities. As this is a working class community, work schedules are a common reason for low turnout for some of these events. Additionally, parents of the majority of targeted at-risk students do not encourage their children to take advantage of opportunities such as SES, after school ASI, or Summer School, often citing the reason for non-attendance as students being required to pick up and babysit younger siblings.
- How will the school engage parents in the development of the written parent involvement policy?
   - Parents will be engaged through meetings involving stakeholder groups. Information will be collected and collated into a policy.
- How will the school distribute its written parent involvement policy?
   - Distribution via backpack/mailed letter home as well as posting to the school's website.
- How will the school engage parents in the development of the school-parent compact?
   - Parents will be engaged through meetings involving stakeholder groups. Information will be collected and collated into a policy.
- How will the school ensure that parents receive and review the school-parent compact?
   - Via a sign off sheet that is returned to the school.
- How will the school report its student achievement data to families and the community?
   - Student achievement data is shared with families and the community via Biannual Reports (presented at a Board of Education meeting in October and another in March). Pertinent information is also available via the district/school website.
- How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
   - This information is reported out by the Assistant Superintendent of Schools at a Board of Education meeting; pertinent information is published on the district's website.
- How will the school inform families and the community of the school's disaggregated assessment results?
   - Student achievement data is shared with families and the community via Biannual Reports (presented at a Board of Education meeting in October and another in March). Pertinent information is also available via the district/school website.
- How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   - Student achievement data is shared with families and the community via Biannual Reports (presented at a Board of Education meeting in October and another in March). Pertinent information is also available via the district/school website. Email notifications via the district's ERam communication system will also be used.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

- How will the school inform families about the academic achievement of their child/children?
  - Academic achievement information is shared with parents at Fall and Spring Parent Conferences, through the distribution of quarterly progress reports and report cards, through the distribution of state assessment data.
- On what specific strategies will the school use its 2015-2016 parent involvement funds?
  - Parent Information sessions related to the PARCC assessment and Common Core State Standards.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	54 100%	On-going administrative support, professional development opportunities, and contractual features including competitive salary and benefits, and tuition reimbursement incentives are in place to retain HQ staff.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
In an effort to attract highly qualified faculty members, the district actively advertises in the online classified sections of statewide and local newspapers such as The Star-Ledger as well as posts on the district's website and NJSchoolJobs.com. Other incentives include: Faculty members are offered a regionally competitive salary. The district offers United HealthCare and Prescription Drug Plan. As an alternative to the health benefits package, faculty members are offered a Benefits Waiver Program that enables them to receive a one time payment for opting out of the benefits program if they can show proof of other medical coverage. Faculty members are presented ongoing opportunities to engage in meaningful, high quality, sustained, job-embedded professional learning opportunities via in-district and out-of-district workshops. Faculty members who attend out-of-district workshops are reimbursed for registration fees and mileage up to an amount of $80.00 per day. Faculty members who turn-key information gleaned from attending professional development workshops to district colleagues are reimbursed at the district rate for their preparation and presentation of the material. Faculty members are also provided the opportunity to conduct an observation of another instructional program/school/district without the loss of pay. As a result of the district's membership in Kean University's Diversity Council, faculty members are afforded the opportunity to enroll in two graduate level courses free of charge as well as visit the United States Holocaust Memorial Museum in Washington D.C. A comprehensive New Faculty Orientation Program is sponsored by the district prior to the school year commencing. Additionally, faculty members are presented with opportunities to coach, advise, and supervise a plethora of extra-curricula and co-curricula activities. Recruitment strategies include: Additional recruitment strategies include, however, are not limited to: promoting the district's rich heritage and outstanding reputation, the development of a recruitment brochure by the Strategic Planning Initiative Staffing and Personnel Committee, recommendations from district faculty members, attendance at college/university recruitment/job fairs, district sponsored career day which featured careers related to the field of education, communicating with community organizations, utilizing New Jersey Department of Education (NJDOE) resources such as Alternate Pathways to Education, Office of Licensure and Credentials and the district's high school offers a course entitled Teach for Tomorrow. By means of this course, grade 12 students are afforded the opportunity to participate in a program designed to provide them a theoretical as well as a practical introduction to the teaching profession.	All district and building administrators, as well as, staff members.